

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
1	Middle/Junior high schools
1	High schools
0	K-12 schools
3	TOTAL

2. District Per Pupil Expenditure: 8930

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 8 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6	0	0	0
K	0	0	0	7	0	0	0
1	0	0	0	8	0	0	0
2	0	0	0	9	18	14	32
3	0	0	0	10	22	11	33
4	0	0	0	11	21	19	40
5	0	0	0	12	21	25	46
TOTAL STUDENTS IN THE APPLYING SCHOOL							151

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	156
(5)	Total transferred students in row (3) divided by total students in row (4).	0.058
(6)	Amount in row (5) multiplied by 100.	5.769

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 39

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 19

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>6</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>22</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 10 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	96%	98%	98%	97%	96%
Teacher turnover rate	0%	10%	5%	10%	5%
Student dropout rate	0%	1%	0%	1%	1%

Please provide all explanations below.

The teacher turnover rate has been primarily due to retirement. Only two teachers have left the district in the past five years for reasons other than retirement with one leaving to join the military and the other to be a stay-at-home mother.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	41	
Enrolled in a 4-year college or university	54	%
Enrolled in a community college	18	%
Enrolled in vocational training	10	%
Found employment	17	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	1	%
Total	100	%

PART III - SUMMARY

Kee High School came into existence in 1961 as part of a school re-organization effort in and around the northeast Iowa communities of Lansing and New Albin. The newly-formed school district, given the name Eastern Allamakee, allowed the residents of the area to pool their resources for the purpose of offering a sound, appropriate education to their young people. A geographically isolated district, Eastern Allamakee is bordered to its north by Minnesota, its east by Wisconsin, and its west and south by the much-larger Allamakee Community School District.

Since opening its doors in 1961, Kee High School has evolved along with the communities and students it serves. The economic and population decline of rural Iowa can be seen throughout the school district. Lansing has lost a major manufacturing employer in Northern Engraving as well various small businesses on its Main St. New Albin no longer has a grocery store or hardware store. Rural roads where school buses once filled with students are now void of families with school-aged children. What has not changed, however, has been the patrons' support of the school district.

In 1989, Eastern Allamakee passed its first instructional support levy, an avenue in Iowa through which to gain additional financial resources to support school operations. The levy has since been renewed twice with super-majority results in the elections. In 2004, voters approved a \$5.32 million construction and renovation project with another super-majority in favor of the measure. The 20 year payback on the construction bonds demonstrates the resolve of the communities to preserve the school system.

The Board of Education, administration, and staff of the school district have embraced the financial investment by the community as a mandate to pursue excellence. Since the construction and renovation project was completed just prior to the 2006-07 school year, the district has invested over \$250,000 in technology hardware and software. The investment has led to a student-to-computer ratio of nearly 3:1 throughout the district. Resources have been committed to ensure appropriate use of technology throughout all curricular areas without compromising the core academic and problem solving skills necessary for success beyond high school.

Modern facilities and current technology have allowed Kee High School to focus on enhancing student opportunities. An emphasis on a stronger relationship with the area community college for college credit contract classes allowed 33 of the 41 members of the Class of 2009 to amass over 550 college credits without leaving the high school campus. The college credit opportunities coupled with a new Dollars for Scholars program has taken the graduate intentions for post-secondary education from 56% in 2004 to over 80% in 2009. Good things have been happening at Kee High School!

With a mission statement grounded primarily in the core skills of the three R's of Reading, 'Riting, and 'Rithmetic, the district's vision statement also focuses on three R's. The school community aspires for its graduates to exit as respectful, responsible, and resilient young adults. The success of students within the school will matter only if it leads to success outside the school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Each November Kee High School has traditionally administered the Iowa Tests of Educational Development (ITED) to its students in grades 9-11. What were once nonchalant, low-stress test days changed dramatically with the passage of No Child Left Behind. With the State of Iowa defining student proficiency as attaining a national percentile rank of 41 or higher, the school staff has focused on that pre-established target for individual student performance.

In preparing for the challenge of meeting Iowa's proficiency trajectories, a primary level of concern for the staff of Kee High School has been bringing out the best effort of students on test days. Communicating the importance of the exams to the students has been one thing, but actually gaining their optimal performance has been another. Ultimately, the plan of action chosen has involved each test day starting with a school-provided healthy snack as well as the creation of cumulative test charts that not only show individual performance change from year to year but also provide a basis for an extrinsic reward for skill growth.

Despite initial hesitancy to give ITED more attention than other long-standing assessments such as PLAN, PSAT, and ACT, the school staff recognized the seriousness of the federal government's commitment to the concept of accountability in public schools. The local plan to draw out best effort on test days has elicited impressive results!

Kee High School has enjoyed proficiency percentages that have kept it far away from the negative consequences of No Child Left Behind. In fact, the district's Board of Education and School Improvement Advisory Committee asked four years ago that student performance charts be developed to show individual percentile ranks between 1-20, 21-40, 41-60, 61-80, and 81-99. The culture of the school has changed to the point where proficiency is somewhat taken for granted and the true barometer for success is the number of students earning national percentile ranks of 81 or higher.

Being a small, rural Iowa school, Kee High School rarely has encountered a subgroup other than low socioeconomic status with enough of a population to warrant disaggregation of data. Iowa test results for the past five years are available at:

<https://www.edinfo.state.ia.us/data/aprchart.asp?s=00090000>

A review of the website data will show that Kee High School and Eastern Allamakee consistently have proficiency levels above both the State of Iowa and Keystone AEA averages.

2. **Using Assessment Results:**

In administering the ITED annually in November, Kee High School has typically been able to have its results back from Iowa Testing Service in early January. For the past four years, an afternoon teacher in-service has been committed to reviewing the item analysis that accompanies the test results. Teachers have been able to look at grade-level performance on each specific skill or concept and make correlations to the scope and sequence of the core curriculum of the school.

A similar approach has been used with the data gleaned from other assessments. Kee High School has not wanted for standardized tests to drive its content and instruction. Yet, the teachers have understood the need to continuously scrutinize the learning that takes place during class time to ensure the validity of the school's

curriculum on a larger scale. At this point in the cycle of continuous school improvement, there has not been a need for a knee-jerk reaction to a glaring curricular deficiency. However, assessment data has led to valuable discussion of professional development priorities.

in the past six years, Robert Marzano's book *Classroom Instruction that Works*, an electronic scope and sequence investigative program known as Curriculum Mapper, and John Palfrey's book *Born Digital* have all gained professional development attention with teacher conversation regarding assessment results. Kee High School has truly embraced the responsibility to prepare its students for life beyond high school.

3. Communicating Assessment Results:

Kee High School has been highly motivated to communicate its assessment results for the simple reason that those results have been a terrific source of positive public relations. At a time when Iowa has lacked a governmental advocate for small, rural schools, the achievement results have validated the existence of the school and emboldened district patrons to fight to preserve it.

The communications process has begun with the dissemination of results to students. Each student has met individually with the guidance counselor to interpret scores and to establish targets for improvement. Next, parents were given score reports and interpretations for their children through a direct mailing from the guidance office. Finally, group proficiency data has been compiled and shared with all district stakeholders in the district's quarterly newsprint publication entitled *Schoolhouse Scribbling*.

Prior to the enactment of No Child Left Behind, little to no discussion took place in the school district regarding standardized test performance. Now, Kee High School's high achievement has been a true source of community pride amplified by three straight years of Bronze Medal recognition by *U.S. News and World Report* and nomination by the State of Iowa for Blue Ribbon status with the U.S. Department of Education.

4. Sharing Success:

As much as Kee High School has been active in sharing its high achievement with patrons, it has been modest in self-promotion beyond its defined borders. In recognizing the multitude of factors that contribute to or detract from a school district's ability to enjoy academic success, school staff have chosen not to gloat but instead to offer information and engage in discussion only upon request of another school or district.

Requests from other school districts for discussion now total one! DeSoto, WI recently made an inquiry as part of its effort to re-shape its high school. The fact that Kee High School has operated with an atypical six-period day on a trimester schedule quite likely has made it an unattractive partner in school reform dialogue. What has been labeled by some neighboring administrators as quirky has proven effective for Kee High School.

The potential for Blue Ribbon status may likely be accompanied by new inquiries into Kee High School's avenue to federal recognition. Any such requests would be embraced by the school while holding firm in its belief that schools learn from one another.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Kee High School's curriculum underwent a dramatic facelift prior to the 2005-06 school year. After a ten-year period that saw the school's daily schedule change from a traditional seven period day to a four period block schedule and back again, the school staff used relevant data and recent instructional experience to develop a hybrid schedule - six, 61 minute academic periods per day separated into three, 60 day trimesters. Adoption of the new daily schedule and academic calendar forced teachers to make difficult curricular decisions in re-thinking teaching and learning in their classrooms.

Graduation requirements were set at 57 overall credits with 38 of those credits comprising of nine in language arts, eight in mathematics including three in algebra, eight in social studies, six in science, four in physical education, one in health, one in vocational education, and one in visual or performing arts. Even with no foreign language requirement, over 90% of students have enrolled in at least Spanish I due to the fact that most of Iowa's four-year colleges require a minimum of two years of a single foreign language for admission.

The balance of the credits necessary for graduation are considered electives. Beyond the four core areas of language arts, math, science, and social studies, Kee High School students have credit options in the two performing arts areas of band and chorus, in foreign language (Spanish), in visual arts, in health and physical education, and in the five vocational areas of business, family & consumer science, health occupations, industrial technology, and agriculture.

An experienced, academically accomplished teaching staff has been credentialed to deliver multiple four-year college credit opportunities including twelve credits in language arts with Composition I, Public Speaking, Introduction to Literature, and Composition II, eleven credits in science with Chemistry I, Anatomy & Physiology, and Physics, and nine credits in social studies with Developmental Psychology, Introduction to Psychology, and Child Psychology. A similar level of professional expertise has existed in the math department, but a conscious decision has been made to continue with traditional credit offerings from pre-algebra thru calculus.

The 2009-10 school year marked Kee High School's initial foray into integrated STEM coursework through the Project Lead the Way program. Introduction to Engineering Design has been a new course offered to students this year. Principles of Engineering will be introduced in 2010-11 followed by Digital Electronics in 2011-12 and Civil Engineering & Architecture in 2012-13.

An acute focus on rigor, relevance, and relationships has emanated throughout the school. A welcome but unforeseen challenge to the hybrid schedule and calendar has been course scheduling. Even with 18 credit opportunities per year, students have struggled with course selections because time does not allow them to take all desired courses. In a small, rural Iowa high school, student schedules that are too full represent more of a challenge than a problem!

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Kee High School's language arts curriculum is sequential through the first three years of high school and then becomes elective-based for seniors. Prior to the 2005-06 school year, in an effort to impact all learners, the school adopted the six-period day with a trimester schedule to expand class time without forfeiting contact days. Each of the first 450 required language arts class periods for incoming freshmen was extended by 17 minutes.

Language arts teachers were firm in their resolve that the extended time was necessary to meet the diverse needs of learners. Three trimesters of English I, three trimesters of English II, and two trimesters of English III have provided a solid base for the elective language arts course choices that await students at the end of high school. The extended daily course time has allowed teachers an opportunity to differentiate instruction and focus more time on struggling students.

3. Additional Curriculum Area:

Kee High School's math program is far and away the most traditional core curricular area at the school. Like language arts, the math course sequence from pre-algebra through calculus gained 17 minutes of daily class time without forfeiting any contact days when the school adopted the six-period day with a trimester schedule prior to the 2005-06 school year. The results have been magnificent in terms of classroom success, standardized test success, and post-secondary preparation.

Although the math department does not offer any college credit opportunities like those that exist in language arts, science, and social studies, it does offer two elective courses for upperclassmen. The first is a consumer math course that specializes in personal finance that is intended for students that do not plan to pursue a bachelor's degree beyond high school. The second is a course in probability and statistics intended for students who decide to opt out of either precalculus or calculus as seniors. In either case, a solid and workable math option is available to students each year of high school.

4. Instructional Methods:

Each teacher at Kee High School has a personal copy of Robert Marzano's book, *Instructional Strategies that Work*. The book served as a two-year focus in the school's 2005-06 and 2006-07 professional development program. Now the work serves as a reference for all teachers and is an important component of the mentoring program for new teachers at the school.

While utilizing Marzano's research-based instructional strategies, teachers have a realistic opportunity to meet the needs of all learners. With identified talented and gifted students and students with individual education plans in the same classroom, teachers work to challenge the higher ability students while not overwhelming the lower ability students.

The gifted and talented coordinator and the special education teachers routinely consult with the school's core area teachers to ensure the success of the identified students. Ultimately, the responsibility for differentiation rests with the classroom teacher charged with delivering instruction in a manner that allows every student to learn.

5. Professional Development:

Kee High School's professional development time has traditionally been a collection of monthly early dismissals from school and six full days interspersed throughout the school year. A committee of two administrators and three teachers gathers input from faculty members each spring prior to setting the agenda for the following school year.

The first of two recent high impact professional development topics was a book study and authentic implementation plan for Robert Marzano's *Instructional Strategies that Work*. The resulting attention given to sound classroom practices has led to greater awareness of the need to differentiate instruction to meet the needs of all learners.

The second recent effort was through a contract with a nationally marketed company called Curriculum Mapper. An outside trainer led the faculty through a process of vertical articulation of the district's K-12 curriculum. The work led to great "what, when, and why" discussions within and between grade levels.

Currently, the professional development focus throughout Iowa is the implementation of the Iowa Core Curriculum. Much of the effort has been spent refining current core curricular areas. However, the 21st Century Skills component of the statewide effort led the faculty to choose John Palfrey's *Born Digital* as a book study to foster a better understanding of the digital complexities that are prevalent in the lives of students.

6. School Leadership:

Eastern Allamakee Schools has a five member elected Board of Education that is responsible for developing policies to guide the operations of the school district. Two administrators, one who serves as superintendent and 5-12 principal and one who serves as PK-4 principal and elementary reading teacher, are both working to implement the policies of the Board of Education.

The secondary principal served as 9-12 principal in the district for four years prior to transitioning to the split position. The elementary principal served as K-8 principal in the district for twelve years prior to transitioning to the split position. In constricting its administrative staff, the district has been able to maintain excellent class sizes and expand curricular opportunities despite a period of declining local enrollment along with a struggling national economy.

Kee High School's principal functions as the leader of the building. Whether monitoring teaching and learning within the building, exploring better ways in which to utilize technology throughout all curricular areas, or impacting student behavior, the principal is charged with the task of validating the existence of the small, rural school.

What truly distinguishes Kee High School, though, is the leadership role assumed by staff members. Beginning five years ago with the implementation of the six period day with a trimester schedule, the staff has been passionate about professional development and school improvement. While embracing a review of instructional strategies, a cumbersome curriculum mapping project, technology upgrades, and the STEM initiative through Project Lead the Way, the energy and spirit of the staff have made the school worthy of Blue Ribbon status!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Iowa Tests of Educational Development

Edition/Publication Year: 2008-09 Publisher: University of Iowa

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
>40 NPR	78	89	90	90	90
>90	19	17	28	10	13
Number of students tested	37	46	39	42	31
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
>40 NPR		80	73	93	
>90		0	18	0	
Number of students tested		15	11	12	
2. African American Students					
>40 NPR					
>90					
Number of students tested					
3. Hispanic or Latino Students					
>40 NPR					
>90					
Number of students tested					
4. Special Education Students					
>40 NPR					
>90					
Number of students tested					
5. Limited English Proficient Students					
>40 NPR					
>90					
Number of students tested					
6. Largest Other Subgroup					
>40 NPR					
>90					
Number of students tested					

Notes:

Most of our subgroups do not have the ten students necessary for reporting purposes.

Subject: Reading Grade: 10 Test: Iowa Tests of Educational Development
Edition/Publication Year: 2008-09 Publisher: University of Iowa

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
>40 NPR	70	80	87	86	90
>90	5	7	8	10	10
Number of students tested	37	46	39	42	31
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	2	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
>40 NPR		73	73	58	
>90		0	9	0	
Number of students tested		15	11	12	
2. African American Students					
>40 NPR					
>90					
Number of students tested					
3. Hispanic or Latino Students					
>40 NPR					
>90					
Number of students tested					
4. Special Education Students					
>40 NPR					
>90					
Number of students tested					
5. Limited English Proficient Students					
>40 NPR					
>90					
Number of students tested					
6. Largest Other Subgroup					
>40 NPR					
>90					
Number of students tested					

Notes:

Most of our subgroups do not have the ten students necessary for reporting purposes.

Subject: Mathematics

Grade: 11 Test: Iowa Tests of Educational Development

Edition/Publication Year: 2008-09 Publisher: University of Iowa

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
>40 NPR	95	90	89	93	90
>90 NPR	23	36	24	31	24
Number of students tested	43	39	45	29	41
Percent of total students tested	100	100	98	97	95
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	2	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
>40 NPR	93	73	85		92
>90 NPR	21	18	23		17
Number of students tested	14	11	13		12
2. African American Students					
>40 NPR					
>90 NPR					
Number of students tested					
3. Hispanic or Latino Students					
>40 NPR					
>90 NPR					
Number of students tested					
4. Special Education Students					
>40 NPR			60		
>90 NPR			10		
Number of students tested			10		
5. Limited English Proficient Students					
>40 NPR					
>90 NPR					
Number of students tested					
6. Largest Other Subgroup					
>40 NPR					
>90 NPR					
Number of students tested					

Notes:

Most of our subgroups do not have the ten students necessary for reporting purposes.

Subject: Reading Grade: 11 Test: Iowa Tests of Educational Development
Edition/Publication Year: 2008-09 Publisher: University of Iowa

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
>40 NPR	88	82	82	93	85
>90 NPR	12	23	9	21	5
Number of students tested	43	39	45	29	41
Percent of total students tested	100	100	98	97	95
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	2	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
>40 NPR	86	64	77		83
>90 NPR	0	18	8		8
Number of students tested	14	11	13		12
2. African American Students					
>40 NPR					
>90 NPR					
Number of students tested					
3. Hispanic or Latino Students					
>40 NPR					
>90 NPR					
Number of students tested					
4. Special Education Students					
>40 NPR		40			
>90 NPR		0			
Number of students tested		10			
5. Limited English Proficient Students					
>40 NPR					
>90 NPR					
Number of students tested					
6. Largest Other Subgroup					
>40 NPR					
>90 NPR					
Number of students tested					

Notes:

Most of our subgroups do not have the ten students necessary for reporting purposes.

Subject: Mathematics Grade: 9 Test: Iowa Tests of Educational Development
Edition/Publication Year: 2008-09 Publisher: University of Iowa

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
>40 NPR	87	89	95	92	88
>90 NPR	20	19	27	18	12
Number of students tested	30	37	44	38	42
Percent of total students tested	100	100	100	97	98
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
>40 NPR	82		93	92	83
>90 NPR	18		0	42	0
Number of students tested	11		14	12	12
2. African American Students					
>40 NPR					
>90 NPR					
Number of students tested					
3. Hispanic or Latino Students					
>40 NPR					
>90 NPR					
Number of students tested					
4. Special Education Students					
>40 NPR					
>90 NPR					
Number of students tested					
5. Limited English Proficient Students					
>40 NPR					
>90 NPR					
Number of students tested					
6. Largest Other Subgroup					
>40 NPR					
>90 NPR					
Number of students tested					

Notes:

Most of our subgroups do not have the ten students necessary for reporting purposes.

Subject: Reading Grade: 9 Test: Iowa Tests of Educational Development
Edition/Publication Year: 2008-09 Publisher: University of Iowa

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
>40 NPR	73	84	89	89	88
>90 NPR	10	8	5	13	10
Number of students tested	30	37	44	38	42
Percent of total students tested	100	100	100	97	98
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
>40 NPR	64		79	83	83
>90 NPR	0		0	17	0
Number of students tested	11		14	12	12
2. African American Students					
>40 NPR					
>90 NPR					
Number of students tested					
3. Hispanic or Latino Students					
>40 NPR					
>90 NPR					
Number of students tested					
4. Special Education Students					
>40 NPR					
>90 NPR					
Number of students tested					
5. Limited English Proficient Students					
>40 NPR					
>90 NPR					
Number of students tested					
6. Largest Other Subgroup					
>40 NPR					
>90 NPR					
Number of students tested					

Notes:

Most of our subgroups do not have the ten students necessary for reporting purposes.